

# HANDOUT

## INTENTIONAL INTERACTIONS IN TEACHING

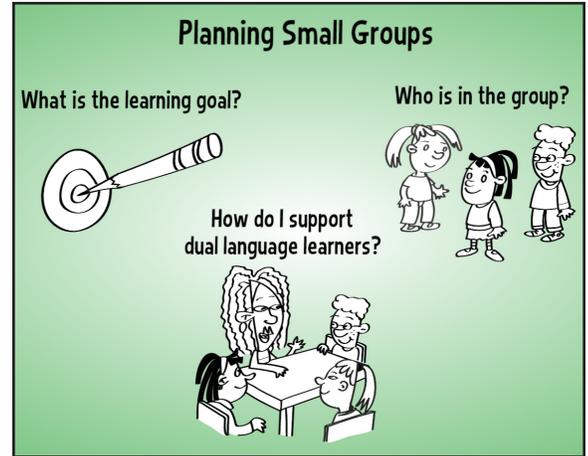
Enhancing Interactions with Young Dual Language Learners: *Small Groups for Dual Language Learners*

### PLANNED SMALL GROUPS

Let's reflect on a **planned** small group in Ruby's classroom. Ruby has been planning a series of small-group activities for the week, related to the book *Is Your Mama a Llama?*

#### Scenario:

First, Ruby plans a small-group activity to introduce the children to some key vocabulary. She focuses on the vocabulary used to describe the animals — adjectives that describe their bodies (for example, "long," "big," "huge," "lanky") and verbs of how the animals act (for example, "hangs," "grazes"). Ruby groups children with the same home language and similar levels of English language development together. Ruby and her assistant teachers share the vocabulary words in children's home languages and invite all the children to say the words with them. The teachers use gestures with the vocabulary words to help children understand the meaning.



Turn to a partner next to you and discuss the following questions:

What was the learning goal related to language? To the content of the book?

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How did Ruby group the children? Why?

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What did Ruby and her assistant teachers do to support the development and learning of dual language learners?

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